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ABSTRACT

The testing of non-English dominant children cannot be achieved through written examinations that demand reading proficiency and that fail to ascertain the strengths or weaknesses of individual performance. Nor can an oral proficiency test, involving a lengthy tension-inducing interview and relatively inconclusive scoring, provide the information necessary for developing instructional programs. The Colorado Test measures student knowledge of the English language. In employing the test, the teacher presents the student with a question and follows it with a self-initiated structured response. As a speaking test, the test is a reliable and valid measure of language skills. However, as with all tests, success depends on the skills of the administrator to administer the test and on the evaluator to accurately read and judge the results. The test consists of a morphology and syntax section accompanied by pictures and a phonology section in which the student is to repeat a series of minimal pairs. Directions for test administration and scoring and for the interpretation of responses are included. Test results aid in the assessment of areas for teaching concentration. Linguistic aspects of English are presented for teachers with no prior training in English linguistics. (JK)

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COLORADO DIAGNOSTIC TEST OF ENGLISH AS A SECOND LANGUAGE

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U.S. DEPARTMENT OF EDUCATION
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Without any doubt, the person who contributed most to the test was Dr. Siri Vongthieres, Assistant Director of the Lau Program. It was Dr. Vongthieres who originally thought of developing such a test and suggested the possibility to me. Her strong background in linguistics and her broad experience with students at both the elementary and secondary levels provided many insights and ideas in the development of the test. In addition, she gave unselfishly of her time in spite of her busy schedule. For all of her assistance, I shall be eternally grateful.

INTRODUCTION

Tests of English as a Second Language generally fall into the following categories:

Achievement tests measure learning of a particular course of instruction. When such tests are given at the conclusion of each unit, they are called progress tests. When they are given at the end of an extended period of instruction, such as a semester or a year, they are called achievement tests. Because achievement tests are generally related to knowledge of a particular book, they are normally written examinations in whole or in part.

The written examination is not a viable possibility for testing the English proficiency of Colorado's non-English dominant children, since many have not yet learned to read in either language. Also, the achievement test produces a total score, but no effort is usually made to analyze the child's performance to ascertain strengths or weaknesses. For these reasons, commercially available achievement tests are unsatisfactory for assessing the English skills of many, if not most, incoming non-English dominant children.

The proficiency test is another measure sometimes employed in ESL testing. This involves the use of global, integrated measures of language competencies. An example of such a test is the Foreign Service Institute's Oral Proficiency Interview which is a twenty minute conversation between examinee and interviewer. While such a test does have the advantage of involving only oral skills, it is very difficult to administer it to children, since many of them have not yet learned the rules of discourse. In addition, a lengthy interview can be a tension-producing experience for a person with limited command of English.

Another factor which makes the general proficiency test fairly useless for non-English speakers in the public schools is the nature of the scoring system. On a proficiency test the student's score is generally reported as a

number, such as "3", or in some overly broad term such as "conversational fluency."

Since non-English speaking students enrolled in the Colorado public schools show highly varied levels of proficiency, it is generally not possible to separate them into relatively homogenous groups and teach toward the middle of the class. What is needed, therefore, is a test which will show the teacher exactly what the student knows about the English language and what he doesn't know. The information derived from such a diagnostic test can then be used to individually structure instruction. Since the Colorado Bilingual-Bicultural Education Act provides for the funding of "tutors" for non-English speakers not enrolled in bilingual education programs, these tutors in each school district are able to work on something approaching a one-to-one basis with each student. The profile of strengths and weaknesses which a diagnostic test provides permits the tutor to easily assess what type of instruction is needed and proceed accordingly.

Yet diagnostic tests are quite varied in themselves. Perhaps the best known of these tests is the Carrow Test of Auditory Comprehension. This test is typical of most such tests in that the score is based exclusively on the student's listening comprehension ability. The assumption is made that there is a high correlation between comprehension and speaking ability. That such an assumption is incorrect can easily be shown by pointing to many Mexican-American children living in Colorado who can understand nearly everything that is said in Spanish but have great difficulty expressing themselves in that language. This would tend to invalidate any score based on a listening comprehension test.

Another factor which tends to make listening tests invalid is the fact that listening, a receptive skill, always precedes speaking, a productive skill in the mastery of a particular linguistic phenomenon. Therefore, in order to ascertain whether or not a student needs drill in a particular structure, it is necessary to test him at the level of speaking. A mere listening test only demonstrates whether or not the student has learned the lower level skill of listening, as it relates to the structure in question. In summary, a student can understand everything he can say, but he cannot say everything he can understand. Thus, in order to know for certain whether the student has mastered a particular structure, a speaking test must be used.

It is hoped that this test of English as a Second Language will assist Colorado educators in the assessment of the English skills of their students. The tests employ an innovative approach to such assessment, a question followed by a teacher-initiated structured response. The pictures have been drawn by a professional artist and are intended to project a multicultural image. Preliminary versions of the test have been administered to Spanish and Vietnamese speaking children in Boulder, Longmont, Center, Alamosa, and Sierra Grande. Their ages range from 5 to 17 years. In most cases it was given in the presence of teachers and/or administrators in order to receive feedback on its accuracy from adults who were very familiar with the students being tested. In all cases the test was received with enthusiasm, and requests that it be distributed to the schools as soon as possible. Because of this interest, and the pressing need for the assessment of non-English speaking children, the test is being released in a preliminary version in August, 1976, prior to the collection of sufficient data to empirically establish its reliability and

validity. In spite of this, we feel confident that the test does show greater reliability than previously demonstrated by more traditional speaking tests, and the enthusiastic reactions of those teachers who have witnessed its administration, gives us reason to feel secure about its validity. During the coming year, 1976-77, we hope to gather extensive data on the test and publish appropriate statistical indices along with any changes which may appear to be needed.

In using this preliminary instrument the teacher should keep in mind that no test has been written which will work perfectly for all students. In fact, the sad truth is that few tests are even functioning acceptably. We have used our creativity and energy in developing a test which we believe can be used successfully on most students. However, in the final analysis, its success will depend on the intelligence, resourcefulness, and ingenuity of the individual test administrator. The need to put the student at ease during the testing situation cannot be overemphasized. A test should not be given in front of a panel of adults or in front of other children. The teacher should be seated next to the child at a table, not across from him. The whole testing experience should be received in such a manner that the child would not mind doing it again on another day. Indeed, if a district wishes to use the test to establish accountability for its program, it will be necessary to give it on several occasions during the year. Under such usage, an increase in the scores of the individuals and the group would demonstrate that the children were in fact mastering the English concepts in their ESL classes.

The Colorado Diagnostic Test of English as a Second Language is not designed to determine language dominance. Therefore, it cannot determine whether a child should be instructed in Spanish or English. It merely points out those aspects of English which the student has not yet mastered. However, a student's score on the test will indicate the relative need for supplementary ESL instruction. In general, students' scoring below 10 on the test will need ESL instruction exclusively. Students scoring between 10 and 20 will need substantial ESL instruction, perhaps 50% of the total school day, if instruction in their native language is not available. Students scoring between 20 and 34 will profit from occasional ESL instruction but can, with help and understanding from the regular classroom teacher, learn in an all-English classroom, although not at the same rate as their classmates who are fully proficient in the language. Students who score 35 or above are proficient in English syntax and do not need ESL instruction. If such children are having problems in school, the problems are of an essentially nonlinguistic nature, and instruction in English as a Second Language should not be expected to alleviate them.

The next section of these materials contains the Directions for Administering and Scoring. Teachers should read this carefully as it will provide them with the essential information needed to administer the test and interpret both correct and incorrect responses.

Following this a section entitled, Some Linguistic Aspects of English, has been included to assist tutors and teachers who may not have prior training in linguistics. The section presents a brief, nontechnical introduction into the English language structures included in this test. Teachers desiring

a more thorough presentation of these and other aspects of English are encouraged to consult any of several currently available linguistic descriptions of the language.

DIRECTIONS FOR ADMINISTERING AND SCORING

The Morphology and Syntax section of the Colorado Diagnostic Test of English as a Second Language can be easily administered in ten minutes. The test consists of 37 questions based on 24 pictures. The teacher simply shows each picture to the student and asks him a question about the picture. In addition, he will normally initiate the response so as to structure the student's reply to include the tested linguistic item.

The administrator will normally begin the test by telling the student what he is going to do and why. Deception about the nature of the test is neither necessary not desirable since students nearly always want to learn English and are cooperative about anything which they think will help the teacher teach it to them. While there is no formal set of directions which must be read to the student, the following should illustrate how the student can be introduced to the task:

> "Hi. What's your name? José. I'm Mr. Jones. Where are you from José? How old are you?"
>
> "Jose, I'm going to show you some pictures, ok. I'll ask you some questions about the pictures and you tell me the answer in English, ok. I'll help you by beginning the answer and then you finish it. Do you think you can do that? Fine."

The administrator by this time would have written on the Individual Student Profile the name, age (if known), and place of birth (if known) of the child being tested. Other pertinent data can be filled in after the test has been administered. The teacher then begins by showing the student the first picture and asking him question #1, What's this? If the student answers the question correctly, the teacher places a check in the column to the right of the item on the Individual Student Profile. If the student does not give

the correct answer, the teacher places a minus in the column. The use of checks and minuses is preferable to the use of pluses and minuses since the latter can easily be confused when going over the profile. If the student does not respond to the question, ask it again. If there is still no response, leave the column blank and go on to the next item. If the student fails to respond to five successive questions, politely discontinue the test and excuse the child. Such children either do not know any English at all or are undergoing an emotional problem. Remember, the test should be enjoyed by students, and normally is. If a student appears to be bothered or threatened by the test, the test should be administered on another day and by someone who has had more intimate contact with the student. Such situations, however, are unusual. As long as the student keeps responding, even if his responses are not correct, you normally can feel free to continue asking questions.

If a student makes an error, the teacher may want to write it on the profile, since an error itself can tell a great deal about what stage the student is at in the acquisition of the structure. Therefore, appropriate space has been left after the discription of each item on the profile for the notation of the exact response. The teacher should feel free to use this space to make any notes he may wish to on the nature of each response.

After the test has been administered, the teacher will count the number of checks and place the total at the top of the profile in the spaced marked Score. Remember, the student's score is the number of correct answers.

The remainder of these directions describes possible incorrect answers for each item, along with an explanation for the errors. Unusual correct responses are also listed. The administrator should read this entire section

before administering the test to a student. After several students have been tested, this section should be read again in order to clarify any problems which may have occurred during administration.

DIRECTIONS FOR THE INTERPRETATION OF RESPONSES

Item 1 - Correct Response (CR) - a book. Wrong Response (WR) - book.
Interpretation: Many students will fail to use the indefinite article, especially when they are at the early "identification" stage of second language acquisition.

Item 2 - C.R. - an apple. W.R. - apple, a apple.
Interpretation: Students who failed to use the article in item 1 will not use it in this item either. Students who use the article a may apply it universally, even where it is inappropriate. These students must be taught when to use the article an.

Item 3 - C.R. - fruit. W.R. - fruits, a fruit.
Interpretation: Many students who missed items one and two will get this item right simply because they have not learned any articles. In such cases it is not appropriate to assume that the student understands the use of mass nouns.

Some students will pluralize the word fruit, again indicating that they do not understand the use of mass nouns in English. Yet by doing this, the student shows that he has learned to add plural endings to words.

Again, some students will say a fruit. This indicates that they are using the article a before all nouns and have not yet learned that it is not used before mass nouns.

Ironically, beginning students will get this item correct because they fail to use an article before nouns, while intermediate students will err here. This should not disconcert the teacher since such error patterns are quite common in second language acquisition. If a student does not acquire a structure, he does not err in its use. Only when he begins to acquire it do errors show up. Finally, when he has mastered it, the errors disappear. This paradigm applies to nearly all linguistic aspects of language when a rule is followed by exceptions.

Item 4 - C.R. - is sleeping. W.R. - sleeping, sleep.

Interpretation: The verb sleep may be used to name the action taking place. In this case, the student has acquired only the appropriate vocabulary word but does not know the correct form of the verb for expressing progressive tense. This is the manner in which the student will learn this tense, first the participle, then the use of the participle with the verb to be.

Item 5 - C.R. - are running/playing. W.R. - run, play, running, playing.

Interpretation: Beginning students will use the verbs run and play to identify the action taking place. Running and playing indicate additional learning as well as the fact that the student does not know how to use this form of the present progressive tense. Although is and are are not the only forms of the verb to be, their inclusion on the test will demonstrate satisfactorily

whether the student has mastered this verb tense which is frequently used in and out of class activity, and is therefore acquired quite early.

Item 6 - C.R. - he's hungry. W.R. - hungry, sandwich, eat, he hungry, he is hungry.

Interpretation: Beginning students will simply give one word responses, such as hungry, sandwich, and eat. At the intermediate stage, students will associate he and hungry, but without using the linking verb to be. When they begin using to be, it will be conjugated in its pure form, He is hungry., rather than with the conversational contraction he's. While this is correct English, it still means that the student must be taught to form the contraction. If the student does not use the subject pronoun he, we can assume that he does not know it. Some migrant students may say, He's in school. This is because they associate school with food since the school is their main source of nutrition.

Item 7 - C.R. - she's tired. W.R. - sleep, sleepy.

Interpretation: Students with very little command of English may need some repetition on this item. They seem to find it difficult to answer. If a student merely says she, this can be counted correct since it does indicate the active use of this word.

Item 8 - C.R. - girls. W.R. - girl.

Interpretation: Students who do not know the plural form will not use it, even in a situation which obviously calls for the plural.

Item 9 - C.R. - houses. W.R. - house.

Interpretation: Same as above. This will normally be the last plural form acquired.

Item 10 - C.R. - books. W.R. - book.

Interpretation: Same as above. The /s/ plural seems to be acquired either simultaneously or immediately before the /z/ plural.

Item 11 - C.R. - mine. W.R. - me, my.

Interpretation: This is the first possessive form usually acquired. Students who have not learned it will use me or my. This is because they tend to use the object pronouns instead of possessives until the possessives have been learned. If a student says my shirt, simply repeat the question. He will then realize that this is not the response you are looking for and respond with the possessive.

Item 12 - C.R. - yours. W.R. - you, your.

Interpretation: This possessive pronoun is acquired either simultaneously or immediately following mine.

Item 13 - C.R. - hers. W.R. - her, she.

Interpretation: She will normally precede her in usage. Therefore, a student who uses she is less advanced than one who uses her.

Item 14 - C.R. - his. W.R. - he, him.

Interpretation: Same as above. Just as mine and yours are acquired at about the same time, so are his, hers, and theirs. Therefore, students who miss this item will also tend to miss the next one.

Item 15 - C.R. - theirs. W.R. - they, them, mother and father.

Interpretation: Same as above. Students who say mother and father do not know the possessive pronoun theirs. If a student says both, this is also incorrect, but the question should be repeated.

Item 16 - C.R. - her. W.R. - she, nurse, the girl.

Interpretation: If the student says the nurse or the girl, repeat the question and he will often use the appropriate object pronoun the next time. If not, then we must assume that he does not use this object pronoun. If the student says nurse or girl without the definite article the, count the item wrong and go on to the next one. Some students say nurse, especially those in migrant

programs because they are accustomed to seeing doctors and nurses as soon as they enter school.

Item 17 - C.R. - him. W.R. - he, the boy, doctor.

Interpretation: Normally, a student who has not learned the object pronouns will use subject pronouns in their place.

Item 18 - C.R. - them. W.R. - they, the boy and the girl.

Interpretation: Same as above. If the student says the boy and the girl, simply repeat the question. If he still gives this response, it is probably because he can only use nouns in subject (nominative) position and has not yet learned object position forms such as the pronoun them. An advanced student may also say both of them, which should be counted as correct.

Item 19 - C.R. - Do you like ice cream? W.R. - You like ice cream? You ice cream?

Interpretation: Items 19, 20, and 21, must be administered with caution since cultural difference can be displayed here. Vietnamese students are especially shy in inquiring as to the likes and dislikes of an adult. After the child asks the question, the administrator should respond, "Yes, I do." Generally, however, students who do not respond do not know how to form questions and may not even understand the instructions. At a little more advanced stage they will tend to make the errors exemplified above; that is, leaving out the copula (is) and/or the question introducer (do).

Item 20 - C.R. - Are you a teacher? W.R. - You a teacher? Teacher you? You teacher?

Interpretation: The administrator should answer the question with "Yes, I am." This type of question seems to be learned at about the same time as those containing a question introducer (do). Students who have missed the previous question will also miss this one, even though it assesses the ability to form a different type of question.

Item 21 - C.R. - Stand up. W.R. - You stand up.

Interpretation: The command form seems to be learned before the questions assessed above. It is placed after the questions because of the reluctance of some students to tell an adult to do something. In pretesting it was found that this problem was nearly always eliminated by getting the students to ask questions first. The response, You stand up., is the regular declarative sentence form. Occasionally, an advanced student will use the polite command form, Will you please stand up? Of course this should be counted as correct also.

Item 22 - C.R. - teaches. W.R. - class, teach.

Interpretation: The most common error will be teach, or if the student doesn't know this verb he may say talk. Occasionally a student will point to the picture and say class. Some students will say, she is teaching/talking because this form of the verb (present progressive) is learned before the present tense is learned.

Item 23 - C.R. - swims. W.R. - is swimming, swim, girl.

Interpretation: Same as above. Is swimming indicates that the student cannot use the /z/ ending of the present tense.

Item 24 - C.R. - fights. W.R. - he is fight, box, fight.

Interpretation: The most common error will be fight. Students may also say box, which should be counted wrong. If the student says boxes, count it right, since the /iz/ ending is acquired after the /s/ ending of the present. If the student says likes to fight, count it right since the verb likes contains the /s/ ending for which you are testing.

Item 25 - C.R. - is going to/gonna feed the dog. W.R. - feed dog, food dog, feed the dog, He going.

Interpretation: Even though it follows the present tense on this test, the periphrastic future precedes the present in the language acquisition process. Therefore, many students will form this complex sentence even though they could not give the correct verb form teaches. If the student makes an error in some other part of the sentence, such as *He is going to give dog supper., the answer should be counted right, since we are only trying to find out if the student can use the periphrastic future correctly.

Item 26 - C.R. - cooked. W.R. - cook, food.

Interpretation: Students who say cook have not yet learned the past tense.

Item 27 - C.R. - studied. W.R. - study, studying, reading.

Interpretation: This past tense ending is generally the first one acquired. The /t/ is acquired next followed somewhat later by the /id/. If a student responds using the present participle (studying), the item should be counted wrong. If the student says read using the past tense form, count it right, since the irregular past forms are learned after the regular forms.

Item 28 - C.R. - rested. W.R. - rest, sleep.

Interpretation: This is the last past tense form to be acquired, partly because it is not as commonly used as the other two. When a student does not know the past tense of this verb, he will either use the present or not respond at all.

Item 29 - C.R. - taller. W.R. - tall, long, big.

Interpretation: If a student does not know the comparative form he will frequently not respond. Some Spanish speaking students say big because its Spanish equivalent grande means both big and old. If a student says bigger, this should be counted right since it is also a comparative form. When a student says more tall,

he is showing that he has not yet learned the comparative form.

Item 30 - C.R. - was swimming. W.R. - swimming, swim.

Interpretation: The most common error is swimming. Occasionally a very advanced student will make this error. This is because young people today tend to leave out words in conversational speech. The effect on total score, if this occurs, is minimal.

Item 31 - C.R. - was opened. W.R. - is open, opened, open, was open.

Interpretation: Not many students will get this item right since it is a very advanced structure. If the child is seven years old or less, an incorrect answer may be due only to age, since the structures tested in items 31 and 32 are not acquired by all monolingual children until age seven. Most students will try to turn the sentence around and say, The boy opened the door. This is an incorrect response.

Item 32 - C.R. - has opened the door. W.R. - opened the door, door.

Interpretation: Same as above. Students will tend to use the simple past tense form in answering this question. While their response may be a grammatically correct sentence, it does not show that they can use the present perfect tense as well.

Item 33 - C.R. - to school. W.R. - school.

Interpretation: Items 33-37 show the student's ability to express spatial relationships, which are so important to success in school. While these items are easier than those immediately preceding, they have been placed at the end of the test so that the testing session can end with successful responses by the student.

Item 34 - C.R. - on/on top of the car. W.R. - up, up the car, car.

Interpretation: On items 34-37 the teacher must be careful not to let the

student point or respond there. If the student points, say, "I didn't hear you." If he says there, repeat the question, and he will sense that you want a more descriptive response. If the student says above or over, he will need to be taught to select the best indicator of spatial relationship and relate it to two objects in a sentence. Therefore, such responses should be counted wrong.

Item 35 - C.R. - under/below the elephant. W.R. - bottom, down, below.

Interpretation: Same as 34. The student's answer should complete the sentence.

Item 36 - C.R. - behind/in back of the house. W.R. - back, the back, on.

Interpretation: Same as 34. If a student uses over or on, it is most probably because he does not know how to say behind or in back of. If the student merely says in back, count it correct since it completes the sentence satisfactorily.

Item 37 - C.R. - in front of the tree. W.R. - front, is front.

Interpretation: Same as 34. If the student merely says in front, count it correct since it completes the sentence satisfactorily.

SOME LINGUISTIC ASPECTS OF ENGLISH

Introduction:

This section of the test packet is designed to assist teachers who have not had prior training in English linguistics. It consists of a brief description of each aspect assessed by the instrument. This description, while perhaps appearing incomplete to the linguist, will identify the problem which the non-English speaking student must overcome. Besides describing when a particular structure is used, it provides additional information on the causes of common errors and offers suggestions for remedial strategies. This section should be used as a supplement to the interpretation data offered in the Directions for Administering and Scoring.

1. a + count noun. English uses the indefinite article a prior to a count noun which begins with a consonant. A count noun is different from a mass noun in that it can be counted. For instance, we can say one book, two chairs, three friends, but we can't say one butter, one honesty, or two honesties. This is because the latter type of noun always occurs in mass or as an abstraction.
2. an + count noun. English uses the indefinite article an prior to a count noun which begins with a vowel. Examples of this are apple, octopus, inch, elephant, uncle. If the article, or predeterminer, as it is sometimes called since it precedes everything else in the noun phrase, is followed by a word beginning with a vowel, then an is also used even though the noun may begin with a consonant. This is exemplified by an ugly person. Conversely, we say a tall uncle, even though the count noun uncle begins with a vowel. On occasion a student will respond by using the definite article the. This may be due to the fact that either (1) he does not know

the indefinite article or (2) his native language does not distinguish between definite and indefinite article and therefore he constantly confuses and intermixes the two. Speakers of Russian and Japanese may do this, for instance.

3. no article + mass noun. English generally does not employ an article before a mass noun. For instance, we say I like milk, spaghetti and fruit, while the Spanish speaker would say, Me gustan la leche, los espaguetis, y la fruta. On the test instrument, the uses of It's fruit and It's an apple illustrate the student's command of this characteristic of English nouns.

4. Present progressive tense (is + ing). This tense is learned fairly early by second language speakers and is frequently mastered before the simple present tense is learned. It consists of the use of a form of the verb to be and the present participle of the verb. The present participle is formed like a gerund. That is, it consists of the infinitive form and the ing ending. Ex., paint, painting. The present progressive tense is used to refer to action that is taking place at the very moment the speaker is talking. Ex., He eats in that restaurant vs. He is eating in that restaurant. While the simple present tense asserts that an action is not entirely in the past, but in the present as well, the present progressive tense asserts that an action is ongoing and not yet completed. Ex., This year I am teaching English.

5. Present progressive tense (are + ing). This form is also tested because of the many uses of the word are in the conjugation of to be. Ex., You are, we are, you (pl) are, they are. The final form, I am, is not included in the test, but the teacher may assess it easily by asking the student, What are you doing now? I am talking to you.

6. Contraction with Copula. The word copula is a linguistic term used to refer to the verb to be. This is because this verb shows state of being and does not involve any action. It is simply used to link a noun or a pronoun with an adjective, He is hungry, with a noun, He is a teacher, or with an adverb, He is here. Frequently, the student will leave out the verb and simply say, He hungry. This is because many languages do not use a verb in such circumstances (no action). In English all sentences must have a verb showing tense and since no action is apparent here, the tense is carried by the verb to be. The copula combines with the subject pronouns he, she, and it to form a contraction which is almost always used in conversations.

7. Subject pronouns (she). The student will frequently confuse he and she in both listening and speaking. This may be due to two reasons: (1) his native language has a single neutral form such as it, which does not differentiate according to sex, or (2) the problem is phonological. If the latter is the problem, it could be due to the phonological similarities of his native language, English, or both. For example, in Spanish the words él and ella differ in only one phoneme, and the subject pronoun is normally left out when the subject is known. Therefore, the student places a third person subject pronoun prior to the verb in English, with either form, he or she, being logical since they fall into this classification. Also, the words in English sound alike, especially to speakers of languages with a very aspirate h. For instance, the h sound which in Spanish is written with a j, is highly aspirate and gutteral as in José. As a result, the Spanish speaker's differentiation in the

pronunciation of he and she is very slight. This makes them just as confusing as it and eat.

8. Plural /z/ following vowel or voiced consonant. English has three regular plural forms of nouns: /z/, /s/, and /iz/. The first form is used after nouns ending in a vowel or a voiced consonant (cow or girl). The student may not place any plural on the word because he recognizes the complexity of the English pluralization system and simply avoids using it for fear of making a mistake. Or, the student may add an /s/ ending to a word like cow simply because his language does not include the /z/ sound. The latter type of error would be made by Spanish and Oriental speakers. Since the Vietnamese language tends not to employ final consonants, Vietnamese children will persist in leaving out all plurals for quite some time.

9. Plural /iz/ following sibilant. Words which end in consonants that are articulated through friction in the passage of air are called fricatives and affricates. These sounds are the consonants /ch/, /sh/, /s/, /z/, and /j/, and they are used in such words as church, wish, house, rosé, and badge. These words take an /iz/ ending in the plural. Many students will not be able to pronounce this and others will not know when to use it.

10. Plural /s/ following unvoiced consonant. Words which end in a consonant, which is produced without vibration of the vocal cords, carry the plural form /s/. Examples of such words are look, bat, lip, and fifth.

11-15. Possessive pronouns. The test assesses the student's ability to produce the possessive pronouns his, hers, theirs, yours, and mine. The other form, ours, is not included. Many students will simply use the subject pronouns in all cases where pronouns occur. If the student substitutes

he for his, then the instrument has shown us that we will need to teach possessive pronoun forms. Students sometimes confuse his and hers. This may be due to the general confusion of masculine and feminine third person singular forms (see the description of subject pronouns (he) and (she), or due to differences between English and the student's native language. In Spanish, for instance, the possessive pronoun agrees in gender with the thing possessed, el libro suyo, while in English the possessive pronoun agrees in gender with the possessor, her book. This will tend to cause some students to say his car when referring to a woman. In interpreting the instrument, care must be taken to distinguish between errors which are obviously phonological and those which are obviously grammatical. If a Vietnamese student says It's their, the error is not due to not knowing the possessive pronoun, but rather to his inability to pronounce the consonant cluster /rz/ at the end of a word. Although the student's response would be marked wrong, the appropriate remedial treatment of this problem would be a phonological rather than a syntactic drill.

16. Object pronoun (her). This pronoun, the counterpart of she, is used when it functions as a direct or indirect object. She, he, and they function as subject pronouns, that is to say, as the subject of a sentence. Students tend to learn subject pronouns first and then substitute them for all other pronouns until the others are learned. Therefore, errors such as He is talking to she are common. If, in addition, the student tends to confuse he and she, he may also do the same when using these pronouns as objects.

17. Object pronoun (him). This is the object pronoun counterpart of the subject pronoun he. For an additional explanation of him, see Object Pronoun (her) described above.

18. Object pronoun (them). This is the object pronoun counterpart of the subject pronoun they. For an additional explanation of they, see Object Pronoun (her) described above.

19. Question introducer (do). In English, questions in the present tense contain the question introducers do and does. Questions in the past tense contain the past interrogative form did. The only exception to this is the inverted question which involves an inversion of the order of the subject and the verb to be, Are they here?, and the placement of other helping verbs such as can, could, may, shall, will, and have before the subject. Example, Have they arrived? Some questions ask for specific information such as where, when, why, how many, etc.; example, Where do you live? These function the same as other types of questions except that the interrogative word is preceded by one of these adverbial or adjectival words. Some students will simply invert the order of the subject and verb in all circumstances; example, *Have you a gun?, because their native language functions in this way and also because English sometimes does this as in, Are you a teacher?

20. Inverted question. These occur with the verbs to be and have, and with certain words which we can call helping verbs. The linguist calls them modals. These are the words can, could, should, will, shall, would, may, might, or must. Many students making errors on this question will simply maintain the declarative sentence word order which is subject-verb rather than the reverse order which is called for here. If the student makes

this mistake, it will be necessary to show him and drill him on the inversion of subject and verb or subject and auxiliary in English.

21. Command form. The use of commands in English functions uniquely when compared with most other languages. The speaker merely eliminates the subject and uses the basic infinitive form of the verb. Therefore, You stand up, sounds like an unfinished declarative sentence, such as You stand up in a crowd. On the other hand, Stand up., is obviously a mandate given to the listener. In other languages the command form is expressed by making a change in the verb or by reversing the order of the subject and the verb. In Spanish we use the latter convention, saying Párese usted.

22. Present tense /iz/. The English verb is fairly easy to conjugate in the present tense, since all forms are the same except for the third person singular. It has three forms which follow the same rules of usage as the pluralization of nouns. The /iz/ ending tested here follows a verb ending in a sibilant.

23. Present tense /z/. This form of the third person singular follows a verb whose stem ends in a vowel or a voiced consonant. Examples of such verbs are run - runs, sow - sows, brag - brags, load - loads, and hum - hums. Since the /z/ sound does not occur in many languages, and since it is even harder to pronounce when it occurs with another consonant, thereby forming a final consonant cluster, this fairly common form will be one of the most troublesome to students of English.

24. Present tense /s/. This form of the third person singular follows a verb whose stem ends in an unvoiced consonant. Examples of such verbs are hit - hits, look - looks, trip - trips, and cough - coughs.

25. Periphrastic future (to be going to). Traditional prescriptive grammar books have told us that there are two forms of the future tense in English. These are shall and will, the former is supposedly used with the first person I and we, while the latter is supposedly used with the second and third person. In fact, neither of these forms is used very often. Shall is only required in a question, Shall we eat? and will usually forms a contraction with the subject pronoun, They'll be back tomorrow. Actually the most common form of the future tense in English and the one second language learners acquire first is to be going to, sometimes called the periphrastic future. This consists of a conjugated form of the present progressive tense of to go plus the infinitive form of some other verb, He is going to eat. This is the future tense which should be taught first. Actually, many native speakers of English use oral periphrastic forms other than the basic one described above. These generally involve contracting the phrase going to to gona or gowinta. Gona usually indicates a contracted form of the periphrastic future, He's gona eat, while gowinta is used when the main verb is to go. In such cases, it is followed by a direct object indicating the place where the subject is heading, He's gowinta town.

The periphrastic form of the future tense tested here is going to feed shows whether or not the student can actually use this common verb with an action which is about to occur. If the student uses the present tense instead, he will need to learn this form of the future.

26. Past tense /t/. This form of the past tense is applied to verbs which end in an unvoiced consonant. Examples of this form are laugh - laughed,

kiss - kissed, step - stepped, and look - looked. In such cases the ed ending which is applied to the written form is pronounced /t/.

27. Past tense /d/. There are three forms of the past tense of regular verbs in English. These are /d/, /t/, and /id/. The /d/ form is used following verbs that end in voiced consonants and vowels. Examples of such verbs are rub - rubbed, call - called, own - owned, and carry - carried. Many verbs such as run do not conform to this paradigm. Such verbs are irregular in their conjugation. There are approximately 130 irregular verbs in English whose conjugation must be more or less memorized by the student. Unfortunately, these are often the most commonly used verbs, with the highly irregular verb to be being a good example of this anomoly.

28. Past tense /id/. This regular form of the past tense is applied to verbs which end in /t/ or /d/. This is because the regular /t/ and /d/ endings cannot succeed themselves. That is, we can neither say *loadd nor *seatt, since a consonant, unlike a vowel, cannot be lengthened by the speaker. Therefore, the forms loaded and seated are used.

29. Comparative form of adjective (er). Adjectives exist in three forms: regular, comparative, and superlative. Each of these is exemplified by the words tall, taller, and tallest. The regular form simply refers to the possession of a certain characteristic, the comparative form shows that someone possesses more of the specified characteristic than someone else, and the superlative form refers to the one who is most endowed with the characteristic.

The test instrument only assesses the ability to use the comparative form since this is the one most frequently used in conversation and play. If a teacher wishes to include the superlative form in his diagnostic assessment, he should obtain a picture of three people, each one obviously taller than the other, and say the following: He is tall, He is taller, and he is the _____. Other descriptive adjectives such as big and fat may also be employed. Both the comparative and superlative forms are learned at a fairly advanced stage in the language acquisition process, and therefore an error on this item should not cause great concern. As always, a nonresponse will indicate that the form in question is not a part of the student's oral competence.

30. Past progressive (was + ing). The past progressive tense is used to indicate an action which was taking place at some moment in the past which is referred to by the speaker. Example, When I saw him yesterday, it was raining. It is formed by combining a past tense form of the verb to be (was or were) with the present participle of the main verb. Although both forms of the past progressive are not included on this test (was and were), the teacher may infer that the student is or is not able to produce the tense from the single item. Most probably, if the student makes an error, it will be in the substitution of another inappropriate tense which he has already learned for the past progressive.

31. Passive voice (was + past participle). The passive voice is used in English when the verb itself, and not the doer, is viewed by the speaker as being most important. Compare the following sentences. The fugitive killed the policeman. The policeman was killed. In the second sentence the performer of the action can be deleted with little loss of information and without

any loss of grammaticality because the fact that someone was killed is viewed as being more important than knowing who killed him. The passive voice is formed with the past tense of the verb to be and the past participle of the main verb. In most cases, the past participle is formed in the same way as the past tense (cooked, killed, rested), although exceptions are numerous. There is also an alternate conversational form (got + past participle) which many students use (got killed).

32. Present perfect (have + past participle). The present perfect tense is generally used to express that an action took place in the past, but without specifying when the action occurred. Such actions are considered to have an effect on the present. Again, the fact that the action took place, and not when it took place, is viewed as being more important. I have seen that movie already. The present perfect is formed by conjugating the present tense of to have and adding to it the past participle.

33. Prepositions (to). The prepositions included in this instrument are only a fraction of the fifty odd prepositions used by native speakers of English. Nonetheless, these are some of the most important, not only because they are very common, but because they are used to express spatial relationships which are essential to learning and expression in school. The preposition to is used to show direction toward which something or someone is going.

34. Prepositions (on/on top of). This first preposition is used to show that something is above and resting upon something else. In this respect, it functions like on. However, the use of on top of is preferred when an article seems to be out of place. Where is the tiger? On top of the elephant, as opposed to Where is the book? On the table. At an early stage of the language acquisition process, students will use on. At a

more advanced stage they will begin using on top of in appropriate situations.

35. Prepositions (under/below). This is used to show that something is below something else. If the student simply points to the thing in question rather than answering the question orally, say Excuse me, I didn't hear you, and he will understand that you want an oral response. Occasionally a student will use below instead of under. This should be accepted as correct since it does indicate that the student can express the appropriate spatial relationship.

36. Prepositions (behind/in back of). The student may use either of these prepositions, both of which should be counted as correct. For some students, the prior occurrence of on top of will make them choose in back of which is structurally similar. These prepositions are generally learned fairly early in the second language acquisition process and can be easily taught through the use of pictures. Some students may say in the back of, which should also be counted as correct.

37. Prepositions (in front of). Some students may say in the front of which should also be counted as correct. In this case, the is optional.

COLORADO DIAGNOSTIC TEST OF ENGLISH AS A SECOND LANGUAGE
MORPHOLOGY AND SYNTAX

1. What's this? It's a book.
2. What's this? It's an apple.
3. What's this? It's fruit/some fruit.
4. What is she doing? She is sleeping.
5. What are they doing? They are running.
6. Why is he eating? Because he's hungry.
7. Why is she sleeping? Because she's tired.
8. Are they boys? No. What are they? Girls.
9. What are these? They are houses.
10. And these? Books.
11. This shirt/blouse belongs to you. Whose shirt/blouse is it? It's mine.
    (Grasp shirt sleeve in hand.)
12. This shirt/blouse belongs to me. Whose shirt/blouse is it? It's yours.
    (Grasp shirt sleeve in hand.)
13. This car belongs to her. Whose car is it? It's hers.
    (Point first to car, then to woman.)
14. This car belongs to him. Whose car is it? It's his.
    (Point first to car, then to man.)
15. This car belongs to them. Whose car is it? It's theirs.
    (Point first to car, then to both man and woman.)
16. These people are talking. He is talking to her.
    (Point first to man on left, then woman on right.)
17. She is talking to him.
    (Point first to woman on right, then man on left.)
18. He is talking to them.
    (Point first to man standing on right, then couple on left.)
19. I want you to ask me a question, ok? Ask me if I like ice cream. Do you like ice cream?
20. Now, ask me another question. Ask me if I am a teacher. Are you a teacher?
21. Now, tell me to do something, ok? Tell me to stand up. Stand up.
22. She is a teacher. What does a teacher do? She teaches.
23. She likes to swim. What does she do? She swims.
24. He likes to fight. What does he do? He fights.
    (Point to boy on left.)
25. Look at Billy. What is he going to do? He is going to/gonna feed the dog.
26. She cooks everyday. Yesterday she cooked.
27. John studies everyday. Yesterday he studied.
28. He rests everyday. Yesterday he rested.
29. He is tall, but he is even taller.
    (Point first to man on right, then man on left.)
30. What was she doing yesterday afternoon? Yesterday afternoon she was swimming.
31. The boy has opened the door. What happened to the door? The door was opened.
32. Look at the boy. What has the boy done? The boy has opened the door.
33. Where are they going? To school.
34. Tell me, where is the elephant? It's on top of/on the car.
35. Tell me, where is the car? It's under/below the elephant.
36. Tell me, where is the tree? It's behind/in back of the house.
37. Tell me, where is the house? It's in front of the tree.

Well, that's all. Did you like those pictures? Yes. So did I. Thank you.

Student's Name _____ Age ____ Native Language _____

Place of Birth _____ Test Given By _____ On _____

School _____

COLORADO DIAGNOSTIC TEST OF ENGLISH AS A SECOND LANGUAGE

MORPHOLOGY AND SYNTAX

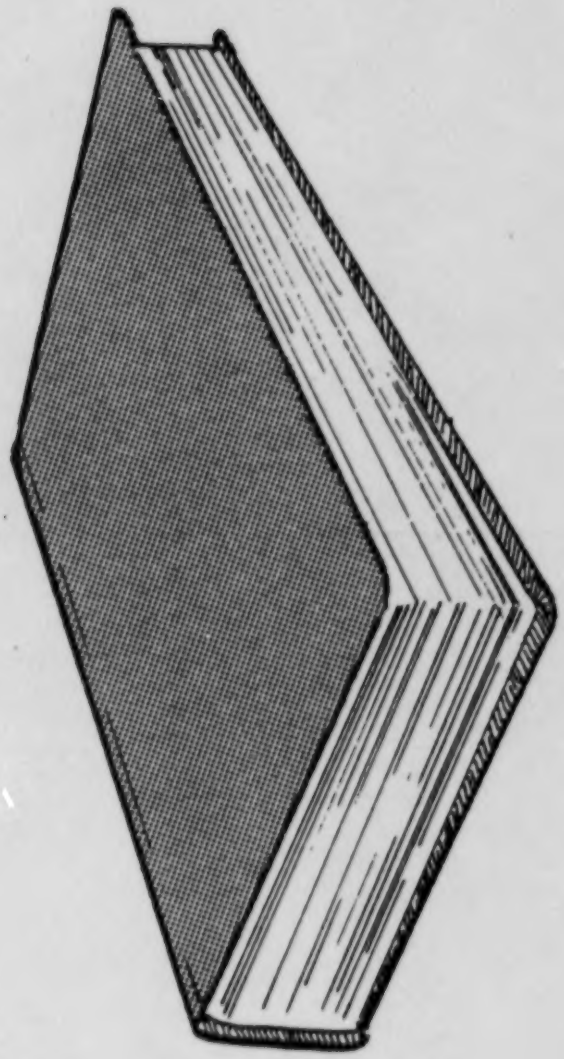
Individual Student Profile

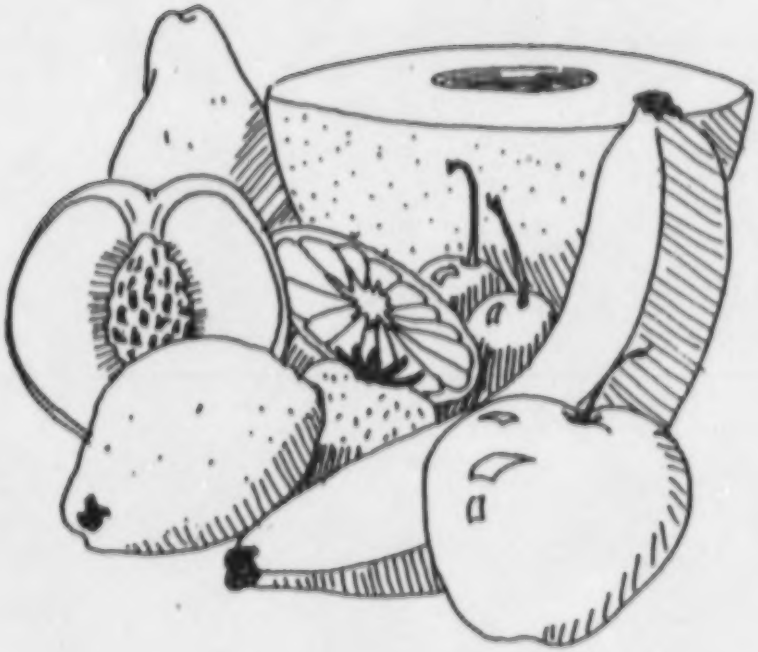
Notes	Responses
1. a + count noun	
2. an + count noun beginning with vowel	
3. no art + mass nouns	
4. present progressive tense (is + ing)	
5. present progressive tense (are + ing)	
6a. contraction with copula (he's)	
6b. subject pronoun (he)	
7. subject pronoun (she)	
8. plural /z/ following vowel or voiced consonant	
9. plural /iz/ following sibilant	
10. plural /s/ following unvoiced consonant	
11. possessive pronoun (mine)	
12. possessive pronoun (yours)	
13. possessive pronoun (hers)	
14. possessive pronoun (his)	
15. possessive pronoun (theirs)	
16. object pronoun (her)	
17. object pronoun (him)	

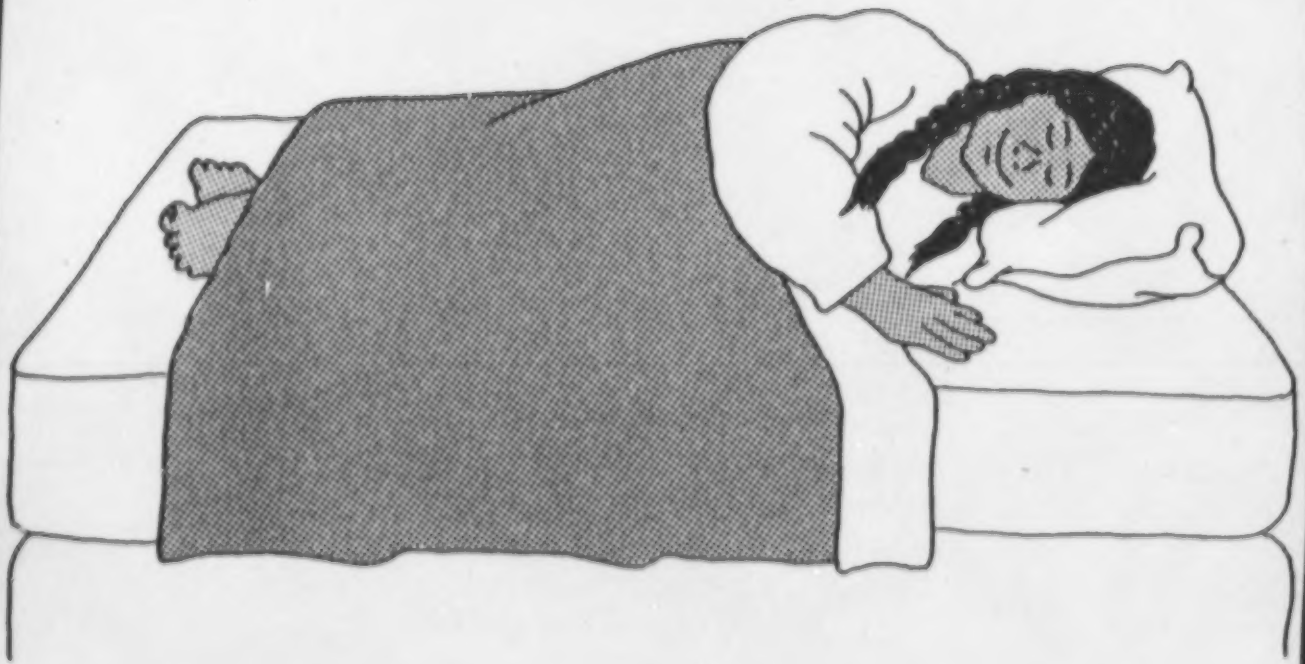
Individual Student Profile

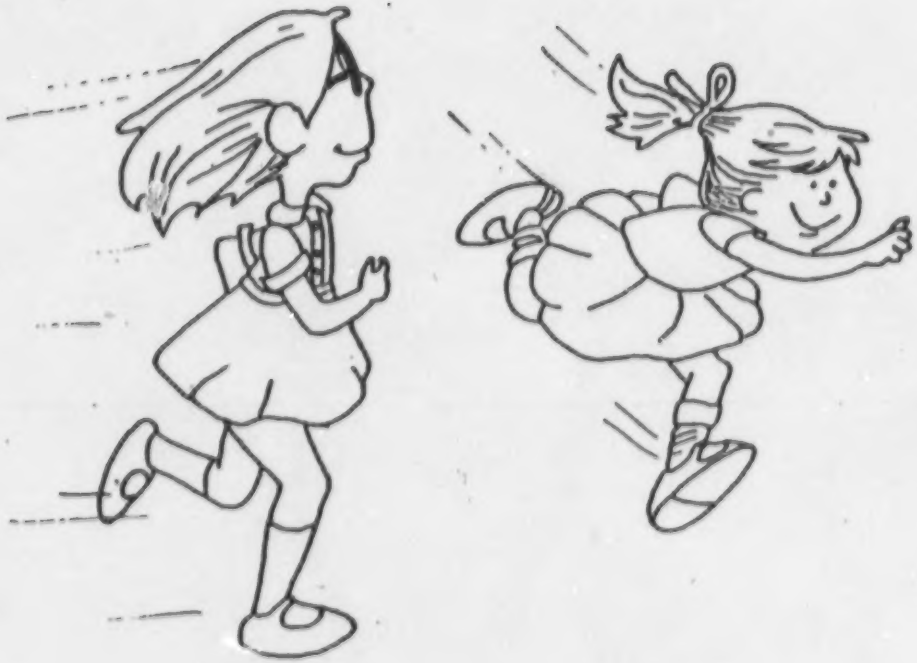
- 2 -

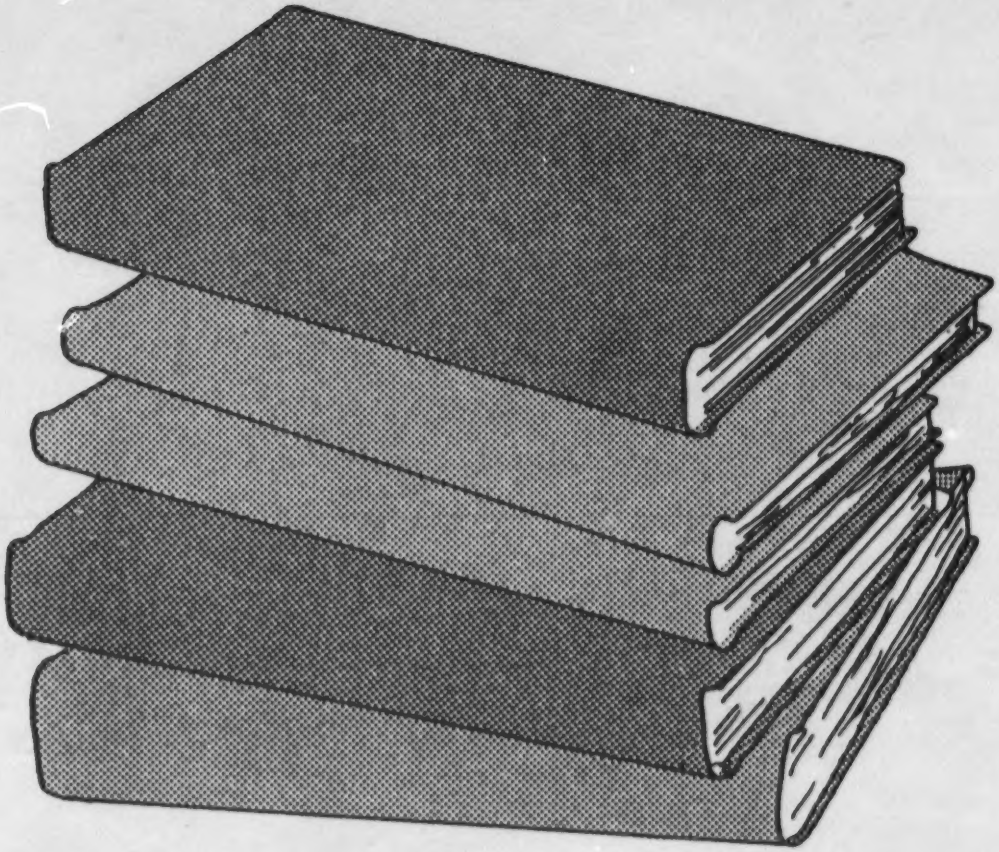
	Notes	Responses
18. object pronoun (them)		
19. question introducer (do)		
20. inverted question (verb/subject)		
21. command form		
22. present tense /iz/		
23. present tense /z/		
24. present tense /s/		
25. periphrastic future (to be going to)		
26. past tense /t/		
27. past tense /d/		
28. past tense /id/		
29. comparative form of adjective (er)		
30. past progressive (was + ing)		
31. passive voice (was + past participle)		
32. present perfect (have + past past participle)		
33. prepositions - to		
34. prepositions - on top of/on		
35. prepositions - under/below		
36. prepositions - behind/in back of		
37. prepositions - in front of		

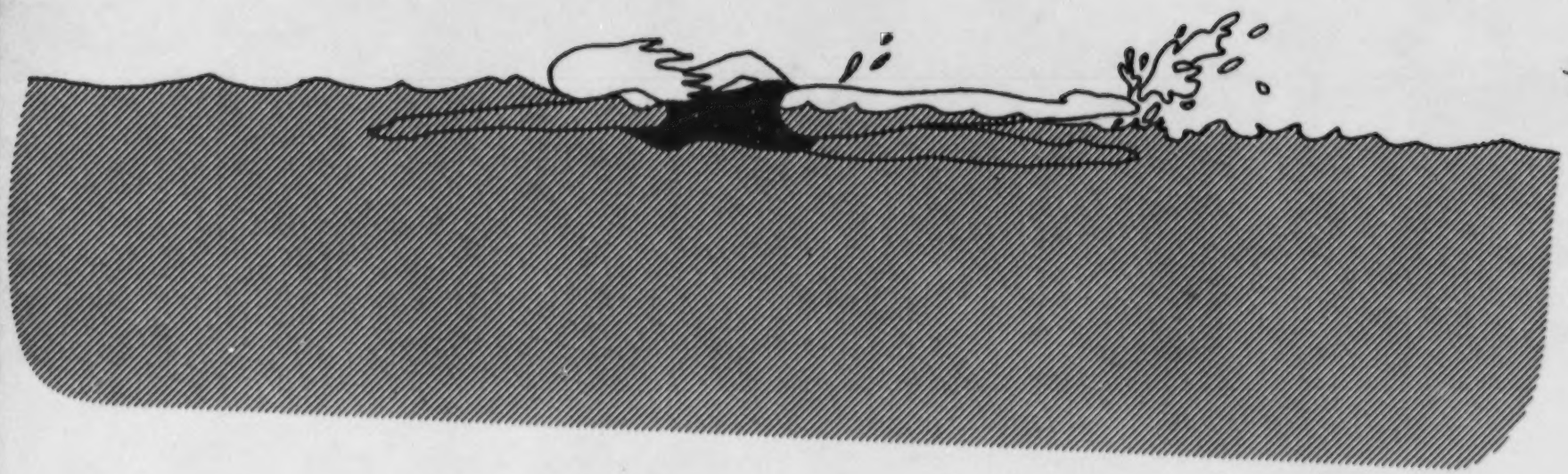












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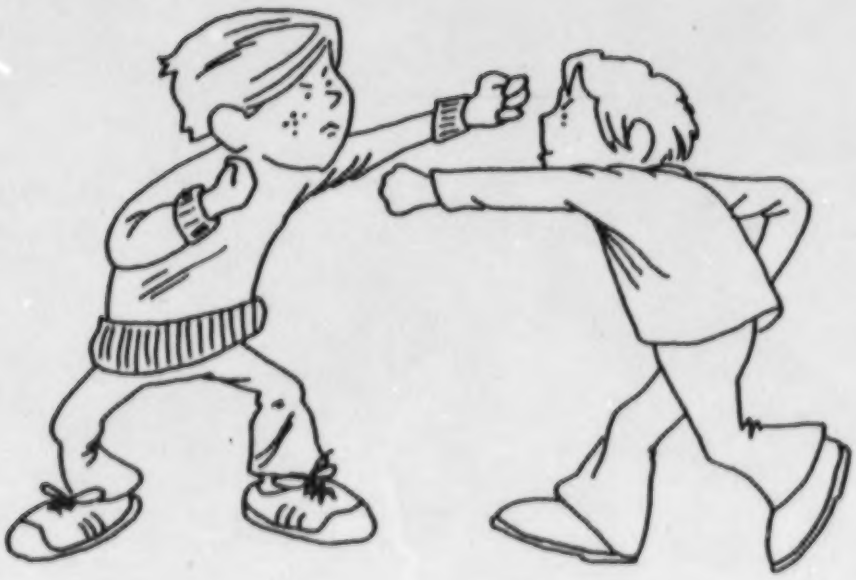

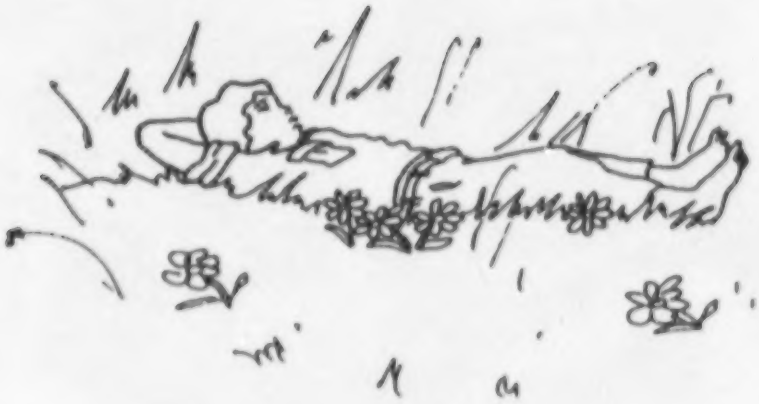

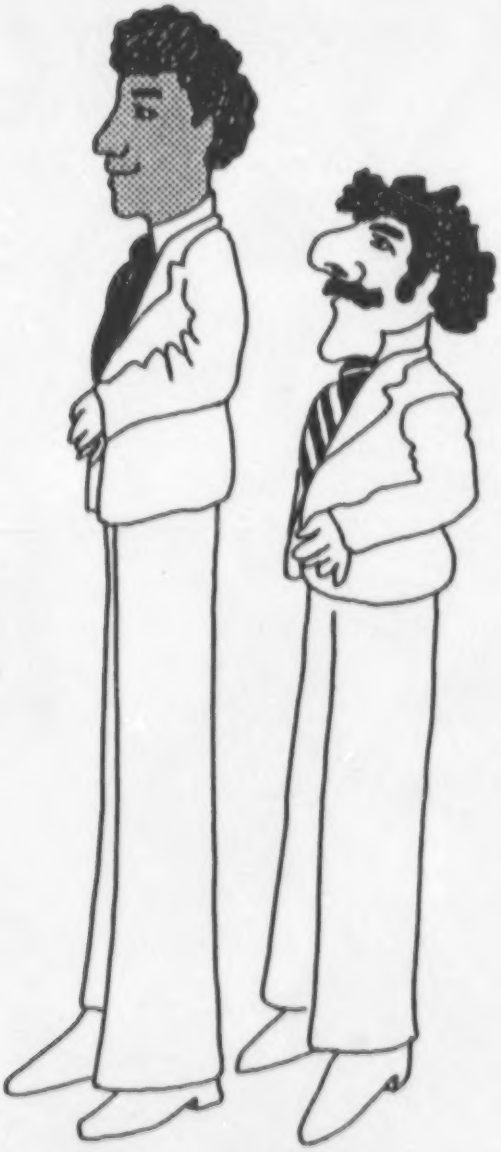

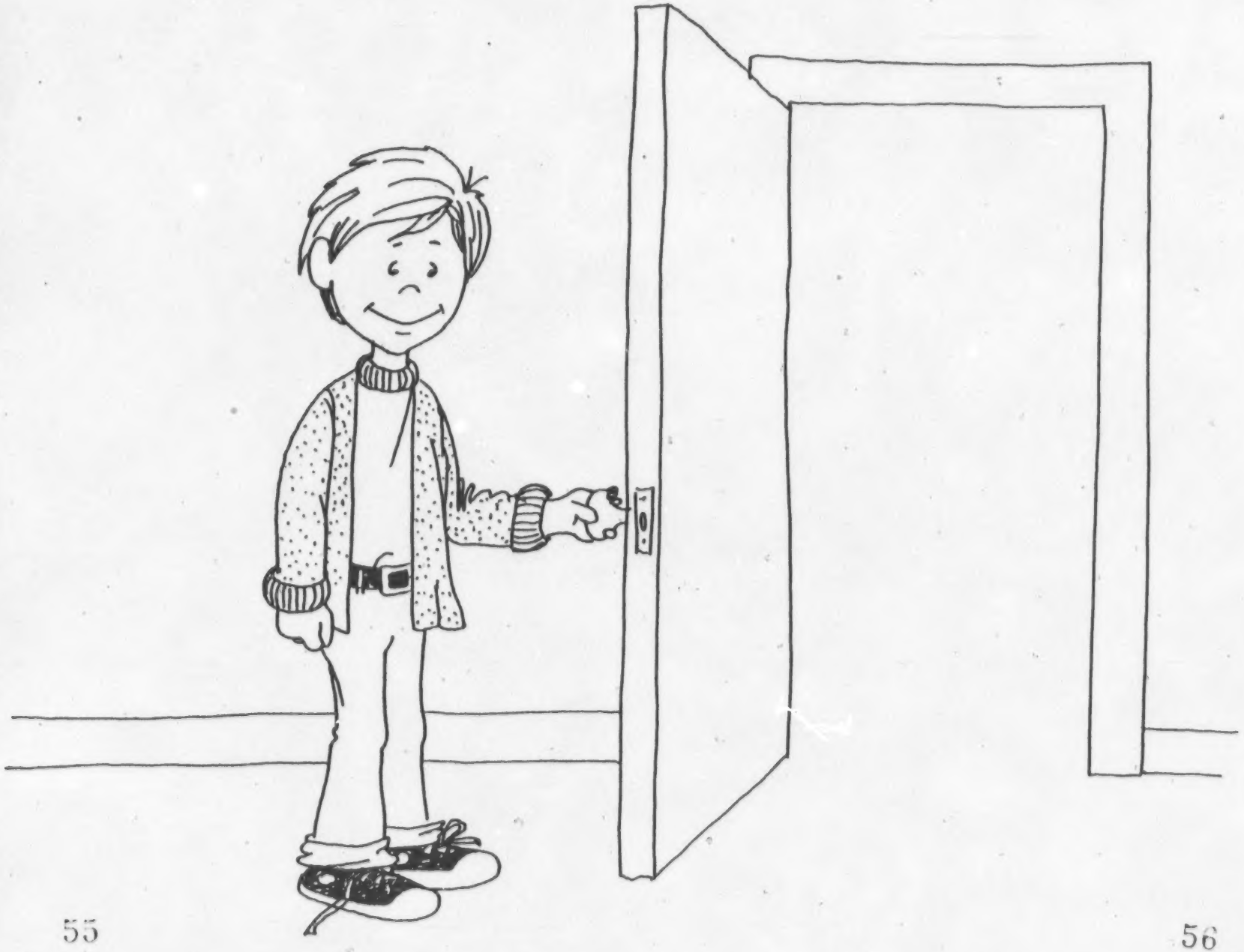

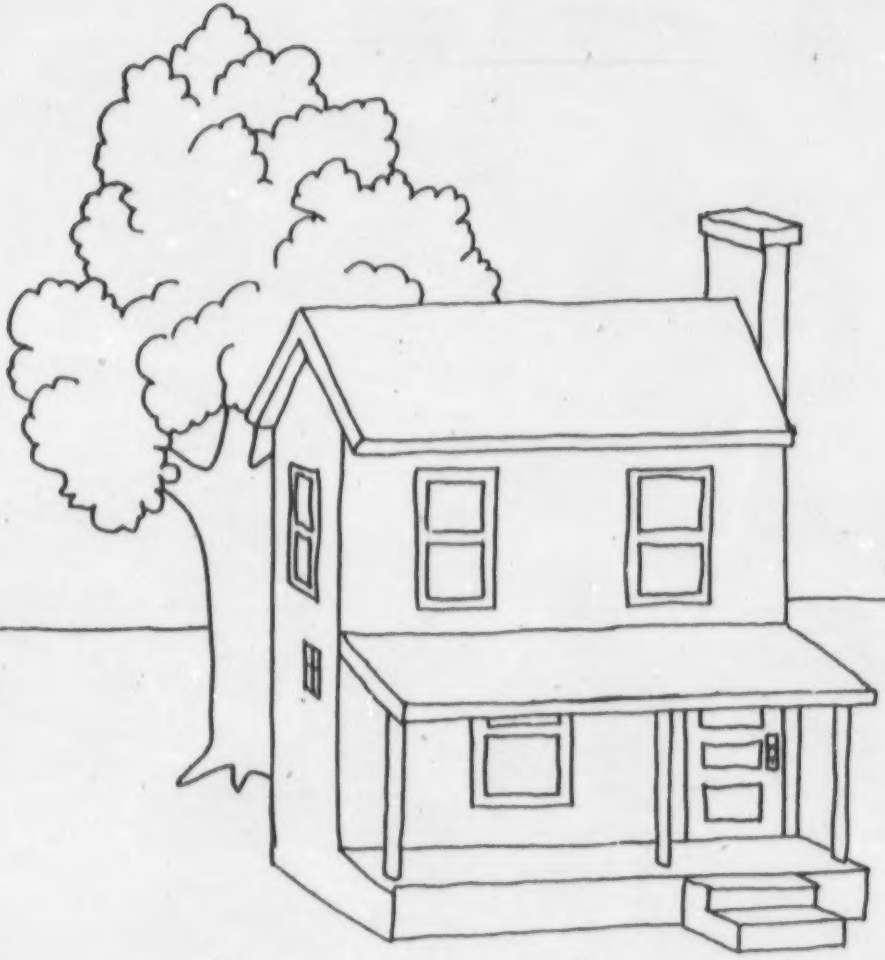

COLORADO DIAGNOSTIC TEST OF ENGLISH AS A SECOND LANGUAGE PHONOLOGY

Introduction

This supplement on phonology to the Colorado Diagnostic Test of English as a Second Language is similarly diagnostic in nature. It is not so much a test of the student's mastery of specific English phonemes as it is an assessment of what will need to be taught. For this reason, it uses the format of minimal pair contrasts which can help identify for the teacher which sounds tend to be confused by the student. Unlike other pronunciation tests, such as those that involve the naming of an object in a picture, it does not require that the student possess a certain English vocabulary. While it can be used with all non-English dominant children, it is especially designed for the non-English speaking. The teacher can use it as an initial diagnostic assessment in order to find out which sounds will need to be specifically taught and which will be learned automatically as the student begins to express himself in English. However, since the test does involve word repitition, it will not be as discriminating as other measures when applied to more advanced students. This is because the more advanced student will repeat correctly many sounds which he will not use correctly in creative conversation.

The sound contrasts selected for the phonological assessment are based on the more common pronunciation problems of native speakers of Arabic, Chinese, French, German, Italian, Japanese, Spanish, Thai, and Vietnamese. Because this list is fairly extensive, a single student will not make a large percentage of errors. Nonetheless, errors will appear on the response sheet of each student. If the student is a native of some other language, Polish, for instance, the test will still identify nearly all sound contrasts which he will tend to confuse due to its panoramic nature. In other words, although based on nine specific languages, the test can be used with speakers of all languages. The

sounds of a single language other than those listed above will almost certainly fall within the broad range of sounds which this analysis of nine languages has produced.

Directions for Administering and Scoring

I. Present the test to the student with the following directions:

"This is a short exercise to identify some of your pronunciation problems in English. It will only take about seven minutes of your time. It is easy to take. Just listen to each pair of words I read to you, then repeat them to me. Remember, I will say two words each time. After I say the second word, you repeat both of them. Ok? Fine."

II. Scoring

In scoring the test, check only for incorrect pronunciation of the word. If a word is pronounced correctly, there is no need to make a mark.

In auding the student's response, be certain that each word is pronounced correctly, not just differently. In other words, in the pair (bat-bite), it is possible for both words to be pronounced differently and incorrectly.

The test contains a few pairs which are the same in order to prevent the student from automatically pronouncing words differently when he has perceived them as identical.

III. Directions for Setting up the Diagnostic Profile

After the test has been administered, it is relatively simple to transfer the response data to the student's diagnostic profile. Instructions for this task are as follows:

1. To the right of each phonetic symbol is a number and a letter. The number represents the item on the test which elicits that sound in question. The letter refers to columns A or B. Therefore,

to check on items 9A, go to row 9, column A of the test. If it contains a minus sign, then write the numberal 1 on the line to the right. Continue in this fashion for all sounds included on the profile, marking only the number of errors the student makes.

2. At the end of each sentence of the profile is a space for the total number of errors committed in that section. Count the errors and place the total in this space. The number of errors in each section permits us to identify the general nature of the student's problems. For instance, the data on a Vietnamese child may indicate a larger number of errors occurring among simple vowels than among dipthongs. This would indicate that dipthongs will probably not be a serious pronunciation problem to this student. On the other hand, a large number of errors among simple vowels will indicate that these will represent a significant learning problem for the student.

   Likewise, if the section totals show that most consonant clusters in initial position can be pronounced, while those in final position cannot, it can be assumed that final consonant clusters in general (even those not included here) will pose a significant learning problem for the student.

   Several sounds are tested more than once. In the case of consonants, this is because such sounds occur in different positions in a word. These positions rather than the sounds themselves may cause a problem for a student. Therefore, it is not enough to know that the student can pronounce the sound but whether or not he can pronounce it in the different positions in which it occurs.

In the case of vowels, the use of several contrasts will show with which sounds the student will tend to confuse the vowel. For example, the vowel in "bet" is tested three times. This is because some students may confuse it with "bit" while other students confuse it with "bat". By checking to see which sound the student confused the problem sound with, (this is done by going back to the specific item on the test itself) the teacher can ascertain the type of phonological contrast that needs to be emphasized.

Student Name _____ 60

COLORADO DIAGNOSTIC TEST OF ENGLISH AS A SECOND LANGUAGE

Preliminary Diagnostic Test of Phonology

		A	B			A	B
1.	beat - bit			28.	jolly - sorry		
2.	bait - bet			29.	whistle - without		
3.	bat - bite			30.	rather - rudder		
4.	cot - caught			31.	sinner - singer		
5.	bout - bought			32.	laser - leisure		
6.	but - boat			33.	badger - pleasure		
7.	boot - but			34.	his - kiss		
8.	all - oil			35.	hush - much		
9.	pit - bet			36.	bat - bad		
10.	bed - bad			37.	rip - rib		
11.	mod - mud			38.	bug - book		
12.	fun - fort			39.	badge - catch		
13.	pad - bad			40.	hung - long		
14.	Ted - dear			41.	come - can		
15.	get - cat			42.	miss - mix		
16.	chin - Jim			43.	school - spool		
17.	very - fairy			44.	slow - snow		
18.	thin - then			45.	pray - play		
19.	use - juice			46.	frying - flying		
20.	bury - very			47.	glow - grow		
21.	soft - show			48.	blue - brew		
22.	lain - rain			49.	cooked - mugged		
23.	shot - he			50.	bugs - bears		
24.	very - wary			51.	lives - soothes		
25.	tin - thin			52.	bums - buns		
26.	fat - hat			53.	splashed - watched		
27.	treasure - thresher			54.	asked - stopped		

Student's Name _____ Age ___ Native Language _____

Place of Birth _____ Test Given By _____ On ____

School _____

COLORADO DIAGNOSTIC TEST OF ENGLISH AS A SECOND LANGUAGE

MORPHOLOGY AND SYNTAX

Individual Student Profile

VOWELS

Simple Vowels

bit	I	1B, 9A	_____
bet	E	2B, 9B, 10A	_____
bat	AE	3A, 10B	_____
pot	A	4A, 11A	_____
but		6A, 7B, 11B	_____
bought		4B, 5B, 8A	_____

Simple vowel errors _____ (15 max) % _____

Dipthongs

beat	IY	1A	_____
bait	EY	2A	_____
food	UW	7A	_____
boat	OW	6B	_____
boil		8B	_____
bite	AY	3B	_____
bout	AW	5A	_____

Dipthong errors _____ (7 max) % _____

Total vowel errors _____ (22 max) % _____

CONSONANTS

Single		Initial	Medial	Final
pad	P	13A ____		37A ____
bad	b	13B, 20A ____		37B ____
Ted	t	14A, 25A ____		36A ____
dead	d	14B ____	30B ____	36B ____
kill	k	15B ____		38B ____
Gill	g	15A ____		38A ____
chin		16A ____		35B, 39B ____
Jim		16B, 19B ____	33A ____	39A ____
fairy	f	17B, 26A ____		
very	V	17A, 20B, 24A ____		
thin		18A, 25B ____	29B ____	
then		18B ____	30A ____	
use	Y	19A ____		
sow	S	21A ____	29A ____	34B, 42A ____
show		21B, 23A ____	27B ____	35A ____
lain	l	22A ____	28A ____	
rain	r	22B ____	28B ____	
hot	h	23B, 26B ____		
wary	w	24B ____		
treasure		____	24A, 32B, 33B ____	
sinner	n	____	31A ____	41B ____
singer		____	31B ____	40A, 40B ____
laser	z	____	32A ____	34A ____
come	m	____	32A ____	41A ____

Single consonant errors (initial) _____ (27 max) (medial) _____ (15 max) (final) _____ (17 max)

% errors _____% _____% _____%

Total single consonant errors _____ (59 max) _____%

Consonant Clusters		Initial	Medial	Final
school	SK	42A _____		
spool	SP	42B _____		
slow	sl	44A _____		
snow	sn	44B _____		
pray	pr	45A _____		
play	pl	45B _____		
frying	fr	46A _____		
flying	fl	46B _____		
glow	gl	47A _____		
grow	gr	47B _____		
blue	bl	48A _____		
brew	br	48B _____		
mix	KS			42B _____
cooked	kt			49A _____
mugged	gd			49B _____
bugs	gz			50A _____
bears	rz			50B _____
lives	vz			51A _____
soothes	z			51B _____
buns	nz			52A _____
splashed	t			53A _____
watched	ct			53B _____
asked	skt			54A _____
stopped	pt			54B _____

Cluster errors (initial) _____ (12 max) % _____ (final) _____ (12 max) % _____

Total consonant errors (single + cluster) _____ (73 max) % _____

Total errors (vowels + consonants) _____ (95 max) % _____